



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

On PUBLIC SCHOOLS and the CIVIL SERVICE of INDIA. By
 HORACE MANN, Esq.

[Read before the Statistical Society, March, 1865.]

A COMPLAINT is made that, by the present scheme of examination for the Civil Service of India, many of the best scholars in public schools are deterred from presenting themselves, because, it is said, undue weight is given to branches of knowledge foreign to the usual public school course. It may be worth while to see what light is thrown upon this question by the statistics of the last examination.

The complaint referred to cannot perhaps be more forcibly stated than in the following passage from the "Saturday Review" of October 8, 1864, the substance of which was reported in the number which appeared on the 4th instant :—

"Any one who will look at the list of candidates, and at the marks obtained by the more successful ones, will easily see how it is that the more promising boys at public schools are shut out from an Indian career. A schoolboy of eighteen or nineteen who has worked hard in a public school has acquired a good deal of one sort of knowledge, and very little of other sorts of knowledge. He knows Latin and Greek thoroughly well for his age; he knows a little mathematics; he knows the histories of Greece, Rome, and England in some detail; he has been accustomed to read something of most English poets; and he can translate, if he cannot speak, French and German. But there are other branches of human knowledge of which he is totally ignorant. He knows nothing of Sanscrit, Arabic, or Persian. He is ignorant of the systems of the leading Scotch metaphysicians. He is not a geologist, or a chemist, or a botanist. But when he begins to think what he is to do in life, and calculates whether it is worth his while to try for an Indian appointment, he is staggered to find that the successful candidates must have been educated in a very different way from that in which he himself has been educated. They do not seem to have gone very high in anything, but the quantity of subjects in which they are prepared to compete is overwhelming. They all know Sanscrit, and moral philosophy, and all modern languages, and all the 'ologies. This will not do for him, and he considers whether it will answer for him to qualify himself for the examination, or whether he had better abandon all thoughts of competing. He finds that, if he wishes to have any hope of success, he must change altogether his manner of life and his habits of study. He must leave his public school, he must give up the notion of going to a university. He must go to a special sort of private tutor, who manipulates an apparatus for getting young men very quickly and very superficially acquainted with a great variety of subjects. He had better give up classics and anything like a thorough study of history, for he can do better with his time than continue to advance where he has already made progress. He can begin at once to learn Sanscrit, Arabic, Italian, moral philosophy, psychology, botany, chemistry, geology, and Anglo-Saxon derivations. In fact, if he wants to succeed, he must throw himself into this sea of miscellaneous smattering.

"The only effect of the present system of examination is to exclude the best and most promising lads at public schools from the competition."

The case thus presented raises two main questions, each of which may receive a certain amount of statistical illustration.

I. What, according to the theory of the scheme of examination framed, in 1854, by the Committee known as Lord Macaulay's Committee, are the chances of success for a candidate who is educated according to the ordinary public school course?

II. What have been the results of the working of that scheme with reference to the supply of candidates from public schools?

I. Lord Macaulay's scheme provides for an examination in eleven subjects, the candidate being at liberty to offer as many or as few of these as he likes. To each of these subjects a numerical value is assigned, the chief ground of difference in the values being, we may assume, the different amount of time and effort, and capacity required to attain a certain proficiency in them. These eleven subjects and their respective values are now as follows—the only difference between the scheme as it now stands and as it was framed in 1854 being, an addition of 250 marks for mathematics, which then had 1,000 and now has 1,250 marks allotted to it :—

	Marks.
1. English { composition 500 { literature and history 1,000 }	1,500
2. Greek	750
3. Latin	750
4. French	375
5. German	375
6. Italian	375
7. Sanskrit	375
8. Arabic	375
9. Mathematics	1,250
10. Moral science.....	500
11. Natural science	500
	<hr/> 7,125

It must be understood, at starting, that this scheme was purposely framed so as not to give to any place or system of education an undue monopoly of the prizes. "The marks," say Lord Macaulay and his colleagues, "ought, we conceive, to be distributed among the subjects in such a manner that no part of the kingdom and no class of schools shall exclusively furnish servants to the East India Company." Skill in Greek and Latin versification was to have its proper weight; but the want of such skill might be supplied by a knowledge of other matters. Proficiency in the subjects taught at Oxford and Cambridge was to be adequately rewarded; but the different studies of the Scottish Universities were also to be properly valued. The list of subjects was therefore selected, and the marks for each subject were assigned, with this liberal view of opening a fair field to all the educational institutions of the country, and of

ensuring that, however widely the course of one school might vary from that of another, the best scholars of each should have nearly equal chances of success. "A candidate," say the reporters, "who is at once a distinguished classical scholar and a distinguished mathematician will be, as he ought to be, certain of success. A classical scholar who is no mathematician, or a mathematician who is no classical scholar, will be certain of success if he is well read in the history and literature of his own country. A young man who has scarcely any knowledge of mathematics, little Latin, and no Greek, may pass such an examination in English, French, Italian, German, Geology, and Chemistry, that he may stand at the head of the list."

It was, therefore, the deliberate intention of the framers of the scheme, while they recognized the claims of those who were well educated according to the public school pattern, not to exclude from the competitions those who might be able to show equal capacity, though educated after a different model; and I do not understand that the propriety of thus making the field of competition free to merit, of whatever order, is openly disputed. The ostensible complaint is, that capacity trained by the public school method is placed by the scheme at a disadvantage in comparison with inferior capacity trained by other methods, and it is with reference to this complaint that I propose to lay before the Society a few facts and figures.

In the first place, considering the mere *number* of subjects which may be offered, it is said that the candidate who restricts himself to the public school course is limited to five or six subjects, at most, while his opponent may bring up as many more as he can find time to study superficially. As to this, the question at once arises—considering the scheme in the abstract—can there be any advantage in taking up many subjects rather than a few, if those few afford ample scope for all a candidate's ability and industry? Classics alone, it may be said, present a field of study too wide to be cultivated wholly, even by the ablest and most assiduous student: how then can a candidate obtain more fruit by attempting to cultivate several fields in addition? To which, I suppose, the reply is, that the framers of the scheme—either because the partial cultivation of several fields is the universal practice in schools, or because it seemed best for their purpose, or for other reasons—thought fit to limit the reward payable for classics to 1,500 marks, a number which is insufficient by itself to ensure success in the competition. But if with classics be combined English, the number of marks offered is raised to 3,000, and if mathematics be added the number is 4,250; the former number having been rarely, and the latter number having been never yet, attained by any candidate in the examinations. So that, on abstract grounds, as these three or four subjects offer both a range and a

reward beyond what is within a young man's power to cover and obtain, there can be no use, it would seem, in taking up a greater number of subjects and thus extending an already unmanageable field and adding to the unattainable portion of the prize.

But this, it may be answered, assumes the existence of a process of marking so exact as to be quite beyond reach; whereas, judging from the way in which the marks have hitherto been, and are likely to be, awarded, it is evident that, after a certain proficiency in one subject has been attained, more is to be gained by attacking a new subject than by deepening acquaintance with the old. But, regarding the question from this point of view, it must still be observed that although every candidate is at liberty to take up any number of subjects, there is a practical limitation imposed by his inability to pay attention, with any prospect of benefit, to more than a certain number, under any plan of marking. Perhaps two or three persons every year might be able to stand an examination in eight or nine subjects; but the great majority are obliged to restrict themselves to five or six. Thus, of the 40 who were successful at the last examination, 2 took up four subjects; 6 took up five subjects; 19 took up six subjects; 7 took up seven subjects; 4 took up eight subjects; and 2 took up nine subjects. But in some cases a subject taken up was totally unremunerative, in consequence of the rule by which no marks are allowed for a mere smattering of knowledge; and if we omit these ineffective subjects, the corrected statement will be as follows:—

4 Candidates succeeded with four subjects.				
13	"	"	five	"
15	"	"	six	"
6	"	"	seven	"
1	"	"	eight	"
1	"	"	nine	"
—				
40				
—				

It appears, therefore, that 38 out of 40 selected candidates succeeded with seven or fewer than seven subjects; 32 with six, or fewer than six subjects; and 17 with five or fewer than five subjects; so that, practically, a candidate who is prepared in six, or even in five, subjects, is amply provided for the contest with his competitors; assuming that these five or six subjects are well selected, with reference to the number of marks assigned to each, and that a given number of marks may be gained with equal facility in these subjects as in the others. Of course, there may be a question whether this latter assumption is always realized; but as there is at least no reason why it should not be, the prospects of different kinds of candidates under the scheme of Lord Macaulay and his colleagues may be usefully discussed upon

this basis. Until recently, there seems to have been more difficulty in gaining marks in mathematics than in other subjects; but from a paragraph in the last report of the Civil Service Commissioners, it may be inferred that, in future, the mathematical papers will be better adapted to the average acquirements of the class of persons who offer themselves as candidates; and there is no reason for supposing that the principle upon which the Commissioners act with regard to this subject will not equally guide them with respect to other subjects.

Taking, then, five or six subjects as a sufficient number to ensure the success of a moderately industrious and able candidate, let us see what are the subjects which a public school candidate could select, and what is the value of them as a means of gaining marks.

Nearly all public schools include in their course Greek, Latin, and mathematics, and most of them now add French or German. Though English is not often, perhaps, formally taught to any considerable extent, we may assume that this is not because it is supposed that an English youth of the higher class can be called really educated without a fair knowledge of his own country's language, literature, and history, but because it is taken for granted that these have been, or will be studied apart from, and as not being inconsistent with, the ordinary school course. There are, therefore, five subjects which in the usual routine of study, or at least without hindrance to it, a public school candidate may take up; and the marks obtainable from these five subjects are—

	Marks.
English	1,500
Greek.....	750
Latin	750
Mathematics	1,250
French or German	375
	<hr/>
	4,625

making a total of 4,625; the other subjects of the scheme, and the marks assigned to them being—

	Marks.
French or German	375
Italian	375
Sanskrit	375
Arabic	375
Natural science.....	500
Moral science	500
	<hr/>
	2,500

At some schools, no doubt, the course of instruction is more

limited than is here assumed, as at Eton, where it is virtually confined to Greek and Latin. But, unless it can be maintained that the range above referred to (which is not wider than that which exists in many schools, or than that which is recommended by the Public Schools Commissioners for general adoption*) is incompatible with the best public school education, this argument of the text will hold good. It would obviously be impossible to regard as a grievance to a particular public school, an ill success attributable to the narrowness of its range of tuition, as compared with that of its rivals.

The position, therefore, of a candidate educated at a public school, and confining himself to the five subjects which form or might form part of the usual public school education with reference to a competitor, who need not so restrict himself, is this. If the latter take only five subjects, the maxima available for them may be 4,750 against the public school candidate's 4,625; if he take six subjects, his maxima may be 5,250 against the public school candidate's 4,625; and if he take seven subjects, his maxima may be 5,625 against the public school candidate's 4,625. This numerical advantage could be gained by his taking up moral science and natural science, which are not included in the ordinary public school course, and which have 500 marks allotted to each.

Practically, however, it is found that very few of the candidates who bring up more than five subjects do so select them as to raise their aggregate maximum above the 4,625 which are appropriated to the five public school subjects. For example—of the candidates who offered six effective subjects at the last examination, only two candidates chose such a group of six as possessed a larger aggregate than this number; the details being as follows:—

In 2 cases the maxima amounted to	5,125
„ 4 cases „	4,250
„ 7 „ „	4,125
„ 1 case „	3,875
„ 1 „ „	3,750
—	—
15	Average.....
—	4,250

Even of those who offered as many as seven subjects, only *one* so chose his seven as to accumulate a maximum exceeding 4,625.

* “In addition to the study of the classics and to religious teaching, every boy who passes through the school should receive instruction in arithmetic and mathematics; in one modern language at least, which should be either French or German; in some one branch at least of natural science; and in either drawing or music. Care should also be taken to ensure that the boys acquire a good general knowledge of geography and of ancient history, some acquaintance with modern history, and a command of pure grammatical English.”—“Report of Public School Commissioners,” p. 53.

Thus—

In 1 case the maxima amounted to	4,750
„ 2 cases „	4,625
„ 3 „ „	4,500
—	—
6 Average.....	<u>4,583</u>

Taking, then, the facts of the last examination as indicating the way in which candidates who travel out of the usual public school course are likely to use their choice, it will appear that out of forty successful candidates, not more than *five* will so arrange their reading as to have a larger aggregate maximum of marks for their subjects than the 4,625 appropriated to those which a youth from a public school might offer without interruption to his public school studies. In other words, a candidate from a public school may reasonably anticipate that only one out of every eight of the competitors will have a larger number of marks to draw upon than he has himself. Whether marks might be gained with less effort in some subjects than others, and in the non-public school subjects than in the public school subjects, is, as I have said, a distinct question. If such were the case, the result, whether good or bad, would be attributable to the manipulation of the scheme of examination—not to the scheme itself. I am now supposing that a definite amount of intellectual power and effort would be equally rewarded, whether put forth upon the public school subjects or upon the rest, up to the point which is represented by the maximum of marks assigned for each. The possibility, at least, of this equality of recompense is not an unreasonable supposition; and at present we are considering what are the chances which the scheme offers—not what are the results which it has achieved.

Another mode of gaining a fair idea of the chances in favour of a public school candidate in these competitions is, to compare the maxima of marks allotted to the public school subjects with the number of marks which may be expected to be sufficient to ensure a place amongst the successful. If the latter number might be assumed to be small in comparison with the former, it can hardly be doubted that the promising public school candidate's chances are by no means unfavourable. Well,—assuming, as seems justifiable, that the number of appointments to be offered annually in future will be forty—a tolerably fair hypothetical minimum may be obtained by reference to the number of marks usually gained by the fortieth candidate in order of merit. This number during the last ten years has been as follows:—

In 1855	805	In 1860	1,631
„ '56	1,156	„ '61	1,557
„ '57	876	„ '62	1,496
„ '58	1,173	„ '63	1,603
„ '59	1,711	„ '64	1,706

It seems reasonable, therefore, to suppose that any candidate who could rely on his ability to acquire between 1,700 and 2,000 marks might deem himself tolerably secure; and as the aggregate number of marks belonging to the public school subjects is as large as 4,625, there ought clearly, with the scale of marking which might be expected, to be no difficulty in the way of a "promising" public school candidate in reaching at least the former number. In fact, as will be shown presently, this point has been reached by not a few candidates with the help of the public school subjects alone; and these candidates could doubtless have augmented their score in this division of the scheme if they had chosen to concentrate upon it the whole of their time and energies, part of which was employed upon subjects included in the other division.

The results, then, of this portion of the inquiry, viz.: as to the chances offered by the scheme, are—

(a.) That three-fourths of the successful competitors will be practically limited to six, or fewer than six, subjects:

(b.) That nearly half of the successful candidates will be practically limited to five, or fewer than five, subjects:

(c.) That the five subjects which a public school candidate may take up, without prejudice to the usual public school course, will yield an aggregate maximum equal to, or greater than that which will result from the subjects likely to be chosen by seven-eighths of the competitors:

(d.) That, on the assumption of a yearly demand for forty appointments, the number of marks sufficient to ensure success will, in all probability, be so few as compared with the maximum number assigned to the public school subjects, that no really promising scholar from a public school could fail of success.

II. Passing now from this view of the prospect which the scheme, apart from the mode in which it may be worked, seems to offer to public school candidates, I come to inquire what have been its actual results.

First, then—the statement being that, in order to be successful, a candidate must throw himself into a sea of miscellaneous smattering, abandon classics, and get very superficially acquainted with a great variety of subjects—it may be worth while to see how many, if any, of the successful candidates in 1864 succeeded by means of those subjects alone which may be taught in public schools. Some—indeed the majority—of the candidates were examined in subjects not included in the ordinary public school course; but, for the present purpose, these additional subjects may be ignored, leaving only those marks to be counted which were obtained from English, Greek, Latin, mathematics, and one modern language—being the subjects either taught at public schools or not incompatible with

due attention to the public school course. The result is, that, even when deprived of a portion of their marks (and being thus placed in the same position as if they had wasted the time bestowed upon the subjects by means of which this portion was gained), as many as *twenty* out of the forty would still have been successful. The following table shows this in detail :—

Number of Public School Subjects Taken up.	Number of Marks for the Public School Subjects.	Age of Candidate.	Number of Public School Subjects Taken up.	Number of Marks for the Public School Subjects.	Age of Candidate.
5	2,257	18	5	1,819	18
4	2,046	21	3	1,814	19
4	2,037	21	4	1,804	19
4	1,993	18	4	1,782	18
4	1,976	21	4	1,764	21
			4	1,752	19
4	1,931	19	4	1,738	18
4	1,887	18	4	1,726	19
3	1,850	20	4	1,724	19
4	1,848	20	4	1,711	20
4	1,842	21	4	1,710	21

Twenty-one, therefore, of the forty successful candidates would still have succeeded, even if they had been examined in nothing beyond what a candidate educated at Harrow or Rugby might be expected to know ; unless, indeed, the study of the language, literature, and history of his native country is to be regarded as wholly incompatible with a classical education. The remaining twenty did not obtain, from the public school subjects alone, enough marks to carry success. Whether they, or any of them, would have done so, had they applied to these subjects the time devoted to the others, is, of course, matter for conjecture ; but it is at least very probable that, as to the majority of them, this would have been the case, and that as many as thirty out of the forty would still have been upon the list of prizemen if they had chosen to limit themselves to what is, or might be, the public school range.

It is not, however, intended to imply that the twenty candidates who actually succeeded upon public school subjects came to the examination-room direct from public schools. Most of them had received more or less of a university training. But I do not understand the objection to be, that public school boys cannot successfully compete *while they are public school boys*, but that no candidate educated as a public school boy is educated, whether at school or university, has a fair chance. The complaint is that India does not get the best specimens of English youth ; and it is not, I imagine, implied that a public school boy is rendered less eligible if he proceeds to one of the universities.

A question, however, may be started, whether the facts of the examinations show that a public school candidate is likely, with his more limited range of study, to win his prize *as soon* as a candidate who goes out of that range. It would, no doubt, be regarded as a grievance, though of minor importance, if of two promising candidates, equal in capacity and commencing preparation at the same time, the public school candidate should not be able to secure his appointment till a year or two after his rival's success. Upon this point it may be observed, that of the twenty-one above-mentioned, six had not attained the age of 19, and that eleven were under 20 years of age; so that success might evidently be secured by candidates presenting themselves direct from the public schools (if this were an object of importance) as well as by those who might supplement their public school teaching at one of the universities. Again, the entire number of successful candidates under 19 years of age was ten, and of these six would have won upon public school subjects alone: the number between 19 and 20 was eleven, and of these five would have won upon their public school subjects alone. For aught, therefore, that appears, not only has a promising candidate who restricts himself to the public school course as good a chance of getting on the list of prizemen as a candidate who departs in some respects from that course, but he has also as good a chance at as early an age.

The question, therefore, between the two descriptions of promising candidates, those who do and those who do not confine themselves to the five subjects of the public school course, seems to be reduced, for the most part, to one of relative position on the list of winners; and it remains to be seen whether, from the statistics of the examination, we can infer what is the degree of likelihood that a candidate who restricted himself to the public school course would, though absolutely successful, suffer a loss of rank in comparison with his unrestricted rivals. Upon this point the following table may afford some help, as showing the difference in the number of marks obtained by the candidates, according to the different number of subjects taken up:—

Number of Subjects for which Marks were Gained.	Number of Candidates to each Number of Subjects.	Aggregate Number of Marks Obtained by each Group of Candidates.	Average Number of Marks Obtained by each Candidate.
Four	4	7,370	1,842
Five.....	13	25,341	1,949
Six	15	30,835	2,056
Seven	6	13,035	2,172
Eight	1	2,796	2,796
Nine.....	1	2,050	2,050
	40	81,427	2,057

As far as can be inferred from this table, it appears that the candidates who take up six subjects generally obtain more marks than those who take up five; and those who take up seven, more than those who take up fewer than seven. As to the chances with eight or nine subjects, nothing can be inferred from the solitary case of each kind which occurred. In respect, therefore, of gaining rank in the order of merit, there seems to be, as the scheme is practically worked, a slight advantage to candidates taking up six or seven subjects over those who take up fewer. It is possible, of course, though not likely, that this advantage may be solely due to the greater capacity and industry of the candidates who took up the larger number of subjects; but if the men of one group were about on a level, as to power and assiduity, with the men of another group, the inference from the figures is, that marks have been more easily obtained in some subjects than in others.

The statistics of the examinations do not of themselves enable us to decide whether, in point of fact, there has been this kind of difference between the subjects of the scheme; as an essential element in the question is, of course, the comparative amount of time devoted to the study of each. It may be worth while, however, to see, with respect to what may be called the non-public school subjects, whether from year to year there has been such an increase in the proportion of candidates by whom they have been offered as might be expected if time devoted to them had received a greater proportional reward in marks than if expended upon the rest of the scheme. The following table, therefore, shows the percentage of candidates by whom the subjects in question were offered:—

Year.	Percentage of all the Candidates who took up the undermentioned Subjects.					
	German.	Italian.	Sanskrit.	Arabic.	Moral Science.	Natural Science.
1855	12'5	8'0	0'9	0'9	53'6	26'8
'56	21'4	16'1	1'8	—	46'4	21'4
'57	31'7	21'7	3'3	3'3	45'0	25'0
'58	14'9	16'4	3'0	4'5	50'7	23'0
'59	21'0	26'0	8'4	3'3	40'3	31'1
1860	27'9	27'9	13'6	3'9	39'0	32'5
'61	30'9	31'6	21'1	6'4	48'0	25'7
'62	31'2	25'1	32'7	8'2	43'9	33'9
'63	33'9	24'3	42'9	12'2	52'9	35'4
'64	27'4	17'8	47'5	12'8	47'0	26'9

Some of these subjects, therefore, have become more popular than they were, though others have fallen off in popularity; and, on the whole, with the exception of the oriental languages, the changes

in the proportions are hardly such as to indicate any striking permanent difference in favour of these over the rest, as regards the easier acquisition of marks. Various motives, too, may have led to the increase, especially as to Sanskrit and Arabic, which, being also included in the scheme for the further examination that all successful candidates have to pass, may in many cases have been studied in preference to other subjects, for the sake of the economy of time which would be effected if the student should be successful. It should also be mentioned that the maxima for Sanskrit and Arabic were, in 1859, raised from 375 to 500, at which they remained until the last examination, when they were reduced to 375 again.

The facts in the preceding table relate to the entire number of candidates examined, successful and unsuccessful together. The following table shows the same kind of facts with respect to the former class alone:—

Year.	Percentage of Successful Candidates who took up the undermentioned Subjects.					
	German.	Italian.	Sanskrit.	Arabic.	Moral Science.	Natural Science.
1855	25'0	25'0	—	5'0	70'0	15'0
'56	23'8	9'5	—	—	61'9	19'0
'57	50'0	16'7	16'7	—	66'7	33'3
'58	25'0	40'0	10'0	5'0	75'0	20'0
'59	27'5	35'0	10'0	7'5	50'0	25'0
1860	36'3	38'7	23'7	3'7	50'0	30'0
'61	28'7	38'7	37'5	6'2	52'5	23'7
'62	41'3	26'3	41'2	7'5	53'7	26'3
'63	58'3	28'3	53'3	13'3	66'6	31'6
'64	35'0	22'5	67'5	20'0	52'5	25'0

One conclusion, at all events, is evident from the facts upon which this table is based; viz., that the statement that “all the successful candidates know Sanskrit, and moral philosophy, and all modern languages, and all the ologies,” is far from accurate; the case having really been that, of the forty successful candidates, the number who offered these subjects was:—

Sanskrit	27	of whom	2	failed to obtain any marks.
Moral science	21	„	5	„
German	14	„	2	„
Natural science	10	„	5	„
Italian	9	„	2	„
Arabic	8			

This seems also to confirm the inference drawn from the preceding table, that if these subjects are more easily studied than the others, the advantage has not been sufficient to affect materially

the result of the competitions. This may be partly owing to the measures adopted by the Civil Service Commissioners for the discouragement of superficial acquirements; the rule in force in 1864 being, that no reward at all was to be given for mere elementary knowledge, which, for this purpose, was represented in some cases by a tenth and in other cases by a sixth, a fourth, or a half of the maximum; the heaviest penalty falling upon the non-public school subjects. An idea of the effect of this rule may be obtained by reference to the following statement of the number of candidates at the last examination, whose marks were annulled as being fewer than the minimum number required:—

	Number of Candidates Examined in each Subject.	Number of Candidates whose Marks were annulled as not sufficient to indicate a Competent Knowledge.		
		Successful.	Unsuccessful.	Total.
English composition	216	—	17	17
„ literature, &c.	218	—	19	19
Greek	156	—	49	49
Latin	198	—	18	18
French	186	2	87	89
German	60	2	20	22
Italian	39	2	28	30
Pure mathematics	52	2	15	17
Mixed „	40	2	12	14
Natural science	59	5	40	45
Moral „	103	5	63	68
Sanskrit	104	2	30	32
Arabic	28	—	2	2

In all these cases the particular subject was utterly useless to the candidate, and the time bestowed upon it was thrown away. The discouragement, therefore, to mere smatterers is very considerable; and it may be fully expected that, if further measures are necessary, they will be devised by the Civil Service Commissioners, in order that a given amount of talents and application may not be better recompensed if spread over a wide surface than if concentrated upon a more limited but adequate range.

But, while the non-public school subjects do not appear to have become so increasingly popular as might have been expected, if they had been much overvalued, what, it may be asked, is the case as to classics? Have they received less attention than formerly, as might be expected if they had been undervalued? The following table shows both the proportion of candidates examined in classics in each year, and the relative value of their attainments, so far as this can be indicated by marks.

1	2	3	4	5	6	7	8	9	10	11	12
Year.	Proportion per Cent. of Candidates who took up				Aggregate Number of Marks Obtained by those among the First Forty who took up Classics.			Average Number of Marks Obtained by those among the First Forty who took up Classics.			Proportion which the Marks in Column 8 bear to the Total Number of Marks Obtained by the same Candidates in all Subjects.
	Greek.		Latin.		Greek.	Latin.	Greek and Latin.	Greek.	Latin.	Greek and Latin.	
	Of the Total Candidates.	Of the First Forty Candidates.	Of the Total Candidates.	Of the First Forty Candidates.							
1855	—	85.0	—	90.0	9,851	10,387	20,238	290	288	562	Per cent.
'56	82.1	87.5	92.8	97.5	11,245	14,691	25,936	321	376	665	46.2
'57	83.3	85.0	88.3	90.0	13,136	12,400	25,536	386	344	709	37.7
'58	79.1	95.0	88.1	97.5	12,602	15,546	28,148	332	399	722	46.0
'59	72.3	92.5	86.5	97.5	13,575	14,097	27,672	367	361	710	42.6
1860	74.6	85.0	87.1	92.5	11,634	13,488	25,122	342	364	679	34.7
'61	80.7	90.0	93.4	97.5	9,657	16,011	25,668	268	410	658	34.0
'62	69.6	77.5	90.0	95.0	12,755	11,767	24,522	411	310	645	34.5
'63	66.1	90.0	84.1	95.0	12,583	12,057	24,640	350	317	648	34.3
'64	71.2	82.5	90.4	97.5	10,030	16,557	26,587	304	425	682	33.4

Of course, these figures must be considered in connection with possible variations in the character of the examinations, arising either from an increase or diminution in the difficulty of the papers, or from a difference in the standard by which different examiners may have apportioned the marks. The degree and the direction in which the marks may have been influenced by the former of these considerations may be estimated, as the papers are printed, by any one who compares them together; but the yearly variations (if any) of standard cannot, I fear, be accurately measured. Perhaps, on the whole, the classical papers have been easier, and the marks have been granted with more facility, in the later than in the earlier years. On the other hand, it must be considered that the examination in the first year of all (1855) was so exceptional in its character as to render it scarcely suitable for the purpose of comparison; and it must be remembered that the average age at which candidates are now examined is considerably lower than was the case in 1855, and the three or four succeeding years. On the whole, therefore, the table may probably be taken to show that, while the number of candidates who do not offer classics has increased, the number of those who succeed without the aid of classics has not increased; nor has there been any noticeable change in the extent of the classical attainments of the successful candidates. The last column shows, indeed, that the weight of a given amount of classical knowledge, in determining the success of a candidate, is somewhat less than it has been in some former years, but the difference is hardly greater than might have been expected to show itself as the influence

of the new system would become gradually felt beyond the limits of the principal universities, in schools and colleges distinguished by a more varied course of study.

The preceding figures can hardly fail, I hope, to throw some light upon the question of chances afforded to Public Schools by these Examinations: but in order to estimate their real value for this purpose it is necessary to consider an objection. The question raised is—what is the chance afforded by these examinations to the most promising of the young men educated on the public school pattern? What the figures show is, that a half, certainly, and probably three-fourths, of the candidates, might have succeeded if they had been examined in no more than five subjects, all of which are appropriate subjects for public schools, and might, according to the Public Schools Commissioners, be with advantage taught in them. But this is not necessarily the same thing as proving that so many candidates *educated upon the public school pattern* may succeed. Admitting (it may be said), that these five subjects are or might be studied at public schools, and that, in order to succeed in the competitions it is not necessary to study any others, it must be further proved that such success is compatible with the amount and mode of study adopted at public schools, or that in these respects the public schools might change for the better. Some of the subjects, (it may be urged), as English and the modern languages, &c., are, at private schools and other places, studied to a greater extent than in public schools, and in a manner which, while more superficial, enables specially prepared candidates to gain marks more easily than they can be gained by public school boys.

It is difficult to say what weight is due to these considerations, for, in the first place, as they relate to the methods of rival instructors, they can hardly be valued according to the opinions of the persons interested, and, in the second place, it is impossible from the tables of marks to say that the superiority which specially prepared candidates may exhibit in English and some other subjects, may not be due to a greater amount of attention bestowed upon this class of students by their tutors, or even to more efficient instruction of a perfectly legitimate kind. So far, indeed, as the *extent* of the study is concerned, it is clear that if one class of students devoted more time to English and a modern language than did the other class, they must, on the supposition of equal industry, have devoted less time to classics and mathematics; and so there would be some compensation. But if the fact should be, as alleged, that some of those who succeeded owed their success partly to advantages obtained by a process of “cramming,” which the public schools do not countenance, and cannot be expected to countenance, this would of course render the table a somewhat excessive repre-

sentation of the total number of public school candidates who may gain appointments under the present system. As to the "best" public school boys," however, the question is not whether they are able, under existing arrangements, to get marks in English and modern languages with the same facility as their "crammed" competitors, but whether they are able to get enough to ensure success; and of their ability to do this there appears to be no reasonable doubt.* Of course, the fact that the best public school boys might succeed in spite of a disadvantage, is no reason why moderately able public school boys should be defeated by inferior candidates in consequence of this disadvantage; and if such a result really happens it must, no doubt, be regarded as a proof that the measures adopted by the Civil Service Commissioners for securing perfect equality in the conditions of the contest need to be made more effective, as, if this becomes apparent, they no doubt, will be.

The result of this inquiry, which I have purposely confined to the precise point suggested in the quoted criticism, viz., the prospects of the "most promising" boys from public schools seems to be:—

1. That the scheme of examination, as designed by Lord Macaulay and his colleagues, is by no means unfavourable to candidates "thoroughly well trained upon the public school pattern," unless they confine their studies within a narrower range than that which a good public school might be expected, according to the Public School Commissioners, to provide; and—

2. That, whether or not, in the practical working of the scheme, the discouragement to merely superficial acquirements has hitherto been sufficiently heavy, there is still no reason why, if well instructed in an adequate range of study, the best of the public school boys should not be certain of success.

Consequently, if the best productions of public schools are not found frequently on the list of successful candidates, the main

* What can be done by promising public school boys, under the scheme as now worked, may be seen on reference to the table of the results of the competition under notice; the candidate who gained the third place in order of merit being a public school boy, 18 years old, from Wimborne Grammar School. He obtained 2,402 out of the very five subjects referred to, with the addition of Moral Science. Even without the last subject, he would have stood sixth, with 2,257 marks, viz. :—

In English	706
„ Greek	423
„ Latin	570
„ French.....	293
„ mathematics	265
	<hr/>
	2,257

What has been done in this instance might, it is natural to suppose, be done in other cases by other of the "best and most promising lads at public schools."

reasons must be sought for elsewhere than in the plan or the conduct of the examinations. Whether one of these reasons may not be a diminution in the attractiveness of an Indian career, in proportion as new openings for ability have been created at home, is an important question, to which I cannot now attempt any reply. If Professor Rogers, or some other competent authority, would favour the Society with the most recent statistics of the number of scholarships and fellowships which are now within the reach of the most promising public school boys, we might perhaps perceive one source, at least, of counter attraction sufficient to deter many eligible candidates from competing for the Civil Service of India. And to this one deterring influence others, of considerable force, might doubtless be added; such as that of the vast increase of wealth in this country, diminishing the motives to exertion—that of the inducements which literature, as a profession, offers to young men of capacity and culture—and various others, amply sufficient to account for a paucity of candidates from the ranks of the very ablest of the public school youth of England.

I will only add a few words and figures as to the effects of any change, such as has been advocated in the scheme of examination, by which candidates would be arbitrarily restricted to a certain number of subjects, or be required to show a certain proficiency in classics, or receive less credit for ability and effort bestowed upon the non-public school subjects than for the same ability and effort bestowed upon classics and mathematics.

If there is any force in the preceding part of this paper, it must be evident that, apart from an undue reward paid for superficial knowledge, or for such a simulation of knowledge as results from what is understood as “cramming,” there is no inducement to a candidate to occupy himself with many subjects rather than with four or five. But the natural antagonist of the “crammer” is the examiner; and it is yet to be proved that the skill of the latter is inadequate to the task of baffling the former. The Civil Service Commissioners, too, have shown themselves to be quite alive to the necessity of distinguishing real from fictitious knowledge; and there is no reason to suppose that they are yet at the end of their resources for accomplishing that object. For the purpose, therefore, of giving the well-instructed public school candidates an equal chance with others, there is no need of such violent changes in Lord Macaulay’s scheme as would be made if either of the above-mentioned recommendations were adopted. But what such changes might effect is, a monopoly of the appointments by candidates trained according to one pattern, instead of a fair competition between candidates trained according to various patterns. I would by no means undervalue the many benefits of a public school education; but the question is not exclu-

sively between education in public schools and education in private schools, but also between different plans of instruction in public schools—whether success shall be possible only on one plan, or whether rival plans shall have a fair chance. It must not be assumed that all who do not limit themselves to the old public school course are, therefore, educated in private establishments. Out of forty candidates selected at the last examination, thirty-four had been, during some portion of their youth, at public schools of more or less celebrity (most of them proceeding afterwards to some university), and five out of the remaining six had been at some university. Of the 376 young men sent to India since the commencement of the system of open competition, in 1855, no fewer than 316 had been at some university, and only 12 of the residue had been educated exclusively at private schools or by private tutors. So far, therefore, as the moral benefits of a public school training are concerned, these are received by the students of Sanskrit and natural science as well as by the students of classics and mathematics. It comes really to the simple question, whether those who, in addition to, or in substitution for, the course of instruction which, until lately, was distinctive of public schools, choose to study modern and oriental languages and natural and moral science, or some of these subjects, shall be allowed to compete for the Civil Service of India upon equal terms with other candidates. It can hardly be assumed that there is any necessary superiority in the old system of public school instruction; perhaps, indeed, the presumption arising from its antiquity might by some be supposed to be against it. But, without going this length, it may at least be supposed that many young men of remarkable capacity are and will be educated upon a different system, either wholly or partially; and the effect of any plan by which the competition would be confined to those educated upon the ancient plan would be to exclude from the Civil Service of India one class of able candidates, without securing the admission of able candidates of the other class.* The best public school boys would

* An illustration of this point is opportunely supplied by a paragraph in a recent number of the "*Friend of India*," referring, in highly complimentary terms, to the abilities and services of Mr. C. U. Aitchison, who has just been transferred from the appointment of Under Secretary in the Foreign Department to that of Deputy Commissioner in the Punjab. "For a considerable time," it is stated, "he acted as Foreign Secretary, and discharged the duties of the most responsible office in India so well that, in a formal minute, Lord Canning declared that his standing in the service alone disqualified him from permanently filling the appointment." Mr. Aitchison stood sixth in the list of successful candidates in the competition of 1855; but his position was almost entirely due to his attainments in English, German, and moral science—his marks for Greek and Latin being very few. If a certain proficiency in classics had been essential to success, or if less weight had been attached to subjects foreign to the usual public school course, India would certainly have been deprived of the talents and services so warmly acknowledged.

still be allured, as now, by the attractions of scholarships and fellowships, and the possible prizes in the Church or at the Bar in England ; and varied ability would be excluded from the Civil Service of India, only that its place might be supplied by classical mediocrity. If the scheme of examination is suffered to remain as it now stands, improved in its working, as the experience of the Civil Service Commissioners from year to year may suggest—not conferring a monopoly of its prizes upon youths trained according to one favourite pattern, but offering success to different kinds of excellence—the probabilities are strong that India will constantly attract many of the young men of high qualifications whose studies have not been wholly directed to the ordinary classical course ; because, being thus shut out from most of the university prizes, they will be free from some of the temptations which lead the best scholars to decide for an English career.

And it should not be forgotten, that what is wanted in India is men of capacity more than men of learning, except so far as learning indicates capacity. The examinations for this service are not like those for university degrees, or for a physician's diploma, or for an attorney's certificate, where knowledge of the subject-matter of the examination is important for its own sake, or for the candidate's future occupation ; but proficiency in one subject is, within certain limits, as valuable as proficiency in another, if it shows the existence of as much mental power. So, too, it may be argued that depth of knowledge is not of so much importance as the ability to acquire and use knowledge ; and that this ability may be exhibited as much by a moderate acquaintance with many branches as by a thorough acquaintance with a few. What India requires, it may be said, is not scholars, but administrators ; and, from this point of view, width may have its merits as well as depth ; since if it is probable that the man of many subjects may be wanting in sustained force, it is, on the other hand, not unlikely that the man of few subjects may be wanting in quickness and versatility, qualities of some value in a public officer, much of whose usefulness may depend upon his promptitude in dealing with matters of very diverse character. This, no doubt, is an argument which cannot be pushed very far ; but perhaps it may deserve more consideration than is commonly given to it.

Time does not permit any further pursuit of this inquiry ; and probably enough has been said to prepare the way for a fuller discussion of the subject. My object has been, not so much to offer an argument in favour of a particular view, as to state facts and inferences which may enable others to form their judgment on the questions raised ; and for this purpose it seemed best, as the field of controversy has of late been occupied exclusively by represen-

tatives of the public schools, to present my remarks in the shape of a criticism upon their complaints. Although, as I need hardly say, I represent in this paper no one but myself, I do not wish to be regarded as an advocate; and my purpose will be attained if the preceding figures and statements should throw some light upon the subject, and thus assist other persons in forming their own opinions concerning it.
